

**THE INFLUENCE OF USING GUIDED QUESTIONS TOWARDS
STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT
THE FIRST SEMESTER OF THE ELEVENTH GRADE AT SMA NEGERI
1 WONOSOBO KABUPATEN TANGGAMUS IN THE ACADEMIC YEAR
OF 2018/2019**



(A Thesis)

**Submitted as a Partial Fulfillment of
The Requirements for S1-Degree**

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LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF USING GUIDED QUESTIONS TOWARDS STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE AT SMA NEGERI 1 WONOSOBO KABUPATEN TANGGAMUS IN THE ACADEMIC YEAR OF 2018/2019

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The objective of this research was to know whether there is significant influence of using guided questions towards students' writing ability in narrative text at the first semester of the eleventh grade at SMAN 1 Wonosobo Kabupaten Tanggamus in the academic year of 2018/2019.

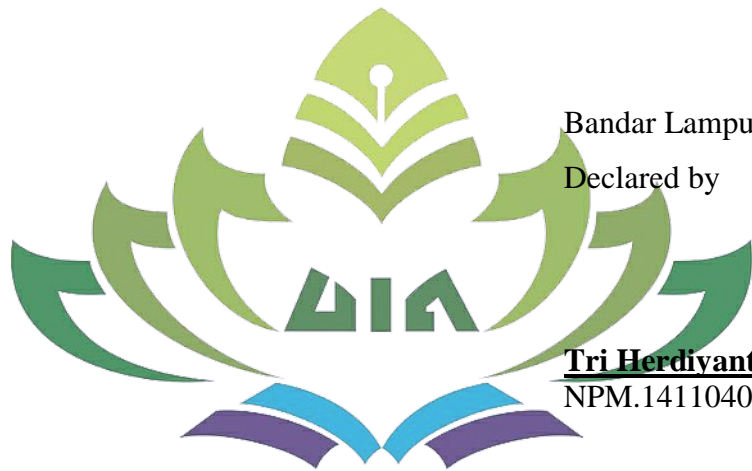
The research methodology used was quasi experimental design. The population of the research was the students at the eleventh class of SMAN1 Wonosobo Kabupaten Tanggamus consisted of 117 students grouped in fourth classes. The sample was chosen by doing cluster random sampling. The sample was taken from two classes, XI MIA 1 as experimental class and XI HS 2 as control class which consisted of 58 students. In collecting data, the researcher used the instrument of pre-test and post-test. Pre-test was conducted before the treatment and post-test was conducted after the treatment that was done only to the experimental class while the control is taught of using free writing technique. In this case, the instrument was writing test. After giving the pre-test and post-test, the researcher analyzed the data using SPSS Statistic 16.0 to analyzed the data.

After analyzing the data used independent sample test, it was found that the result of Sig.(2-tailed) of the equal variance assumed was 0.008. The result then was consulted to the level of significance. In this case, the level of significance was 0.05. From the analysis, the score of Sig.(2-tailed) or Sig.(P_{value}) was lower than $\alpha = 0.05$ so H_0 was rejected. In other words, it could be concluded that there was influence of using guided questions towards students' writing ability in narrative text at the first semester of the eleventh grade at SMAN 1 Wonosobo Kabupaten Tanggamus in the academic year of 2018/2019.

Keywords : *Guided Questions, Writing, Quasi Experimental Design, Writing Ability.*

DECLARATION

I hereby that this thesis entitled “The Influence of Using Guided Questions Towards Students’ Writing Ability In Narrative Text at the First Semesterr of the Eleventh Grade at SMAN 1 Wonosobo Kabupaten Tanggamus in The Academic year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the next.



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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

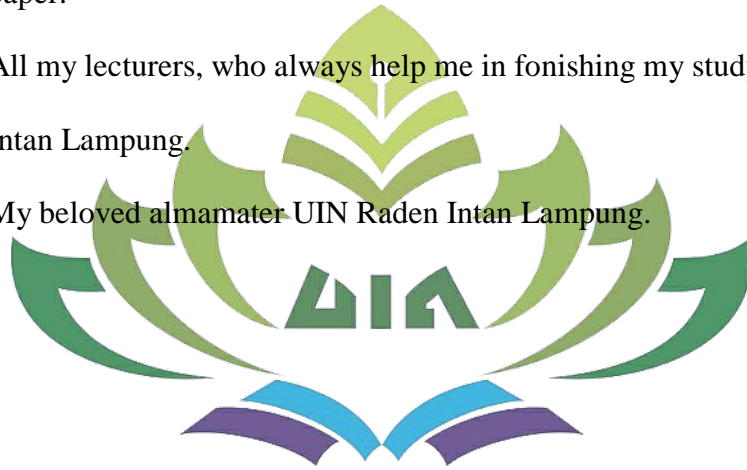
“Meaning: “Created man, out of a (mere) clot of congealed blood (2) Proclaim!
And my Lord is most bountiful (3) He who taught (the use of) the pen (4) Taught
man that which he knew not (5)” (Q.S. Al-Alaq: 1-5)¹



¹ Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland: Amana Publications, 2001), p.1672-1673.

DEDICATION

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents Mr. Hasruddin (Alm) and Mrs. Basariyah, S.Pd who always pray for me, give support and spirit so I can finish it well.
3. My beloved sisters, Desva Ristina, S.Pd, Yani Oktavia, S.Pd, and my younger sister Mutiara Despana Putri. Thanks for all of your spirit.
4. My beloved friends thanks for your support and help in finishing this paper.
5. All my lecturers, who always help me in finishing my study at UIN Raden Intan Lampung.
6. My beloved almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

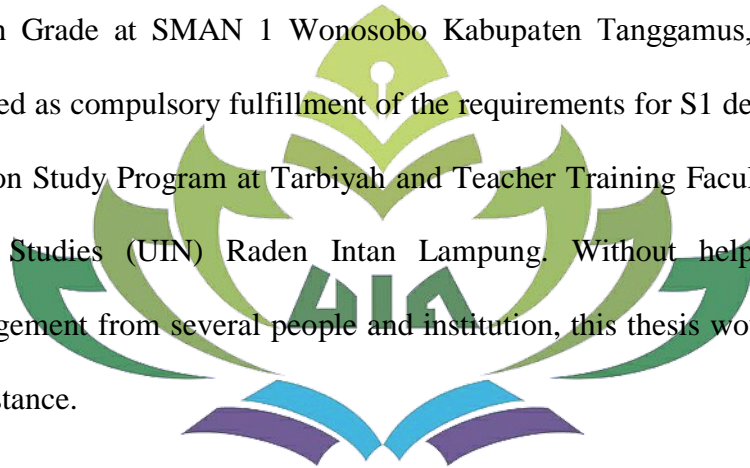
The Writer's name is Tri Herdiyanti, she was born on October 26th 1996 in Sanggi. The writer lives in Sanggi Kecamatan Bandar Negeri Semuong Kabupaten Tanggamus Provinsi Lampung. She is third child of four children of the couple Mr. Hasruddin (Alm) and Mrs. Basariyah, S.Pd. She has 3 sisters whose names are Desva Ristina, S.Pd, Yani Oktavia, S.P.d, Mutiara Despana Putri.

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Bismillahirrahmanirrahim.

Alhamdulillahirabbil'alamin, Praise to Allah the most Merciful, the almighty God, for blessing the researcher with His mercy and guidance to finish this thesis. The sholawat be to our prophet Muhammad Peace be Upon Him, with his family and followers. This thesis entitled, "The Influence of Using Guided Questions Towards Students' Writing Ability In Narrative Text at The Fisrt Semester of The Eleventh Grade at SMAN 1 Wonosobo Kabupaten Tanggamus, Lampung". Is subbmited as compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, the State of Islamic Studies (UIN) Raden Intan Lampung. Without help, support and encouragement from several people and institution, this thesis would never come into existence.



Therefore, the writer would sincerely thanks:

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May Allah the most Glorified and the most exalted, give goodness and blesses for all guidance and help that have been to the writer. Finally, none or nothing is

perfect and neither is this thesis. Any correction, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, 15 October 2018

The writer,

Tri Herdiyanti



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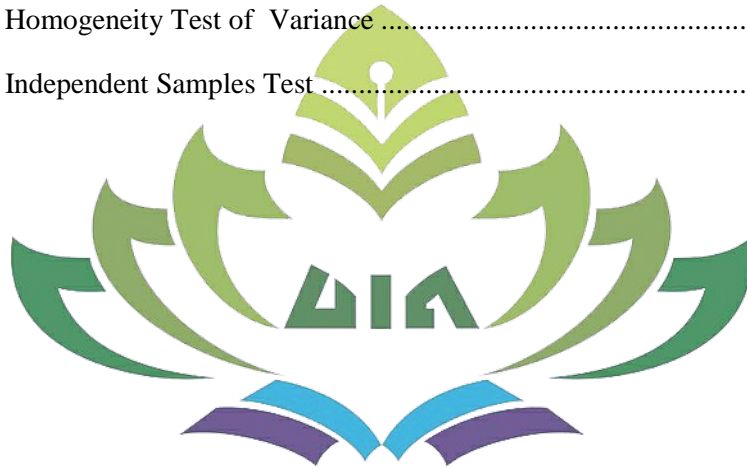
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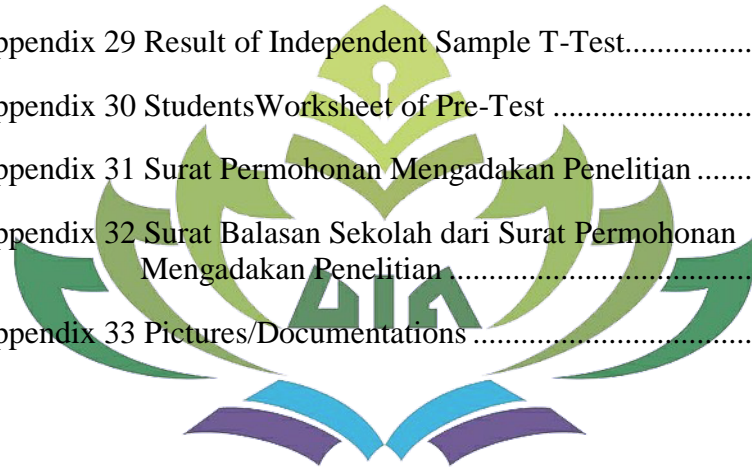
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CHAPTER I INTRODUCTION

A. Background of the Problem

In teaching and learning process of English subject, students are required to master four English skills; they are listening, speaking, reading, and writing. Listening and reading are included in passive or receptive skills, while speaking and writing belong to active or productive skills.¹ It means that the students must master all of the skills.

Nevertheless, those skills have to be mastered by the students, especially writing skill because, according to Harmer, being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language.² In addition, writing is used for a wide variety of purposes it is produced in many different forms.³ For example, letter, book. Thus, in everyday life, most of the people need to master writing.

Raimes states that writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain, and hand.⁴ It means that writing is an activity to explore our mind to get an idea and express it by symbols letter that is arranged into word form and the word is arranged into

¹ Jeremy Harmer, *The Practice of English Language Teaching* (Essex: Longman, 2001), p.199.

² Jeremy Harmer, *How to Teach Writing* (Essex: Longman, 2004), p.3.

³ *Ibid*, p.4.

⁴ Ann Raimes, *Technique in Teaching Writing* (London: Oxford University Press, 1983), p.3

sentence form. When we will write use our eyes, brain, and hand, we use them to express our ideas which are arranged in words, sentences, and paragraph.

Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.⁵ It means that writing is one of the ways that people do to transmit information and give their views on some topics. They have to be focus for their writing. And then, they can develop writing well.

In addition, Brown argues that written product are often the result of thinking, drafting, and revising.⁶ When we write, we think from to topic to the final draft of the writing. Elbow in Brown also states that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.⁷ Writing represents what people think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students found difficulties when they start looking for some reasons to write and producing written sentences.

In fact, many students often found difficulties in writing. Westwood stated writing is one of the most difficult skills that the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural

⁵ Ken Hyland, *Second Language Writing* (1stEd) (New York: Cambridge University Press, 2003), p.9.

⁶ H. Douglas Brown, *Teaching by Principle: An interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p.335

⁷ *Ibid*, p.336

competencies.⁸ It seems that writing is difficult to learn because it has to do mastery of a variety of linguistic, cognitive, and socio cultural competencies.

Based on the preliminary research on January 15th 2018, by interviewing English teacher of eleventh grade of SMAN 1 Wonosobo, Kabupaten Tanggamus, Mr. Marhulis, He said that most of the students at the eleventh grade of that school still found difficulties in English writing. It can be seen from the result score of writing ability that was given by the teacher (Table 1). The teacher also said that English is a hard and frightening lesson. Then, the students were lazy to follow the lesson and didn't pay attention to teacher's explanation. It means that lack of the students' motivation in learning English and have not understood yet English lesson well, especially about writing.⁹ The Students' score writing ability can be seen in Table 1.¹⁰

Based on explanation, the researcher concluded that writing is one of the most difficult skills for the students or learners. Writing is the basic language skills that should be mastered by Senior High School learners. Writing is language skill that can be used to communicate and to express with others in written form.

⁸ Peter Westwood, *What Teachers Need to Know about Reading and Writing Diffiulties*, (Australia: Acer Press, 2008), p.56.

⁹ Marhulis, S.Pd, Interview by the English Teacher, of SMAN 1 Wonosobo Tasnggamus, January 15th 2018.

¹⁰ The Documentation of the English Teacher, Marhulis, S,Pd, October 2nd 2017, Unpublished.

Thus, it is the basic skill that is very important for the learner and should be mastered by the learner.

Table 1
Students' Narrative Text Writing Score of Eleventh Grade Students of SMA Negeri 1 Wonosobo, Kabupaten Tanggamus in the Academic Year of 2018/2019

No	Score	Clasess				Total	Percentage
		XI MIA 1	XI MIA2	XI IIS-1	XI IIS-2		
1.	≥ 70	11	7	9	9	36	30.76%
2.	< 70	18	22	21	20	81	69.23%
Total		29	29	30	29	117	100%

Source: English Teacher at SMA Negeri 1 Wonosobo, Kabupaten Tanggamus

From the Table, it can be concluded that 36 learners got more than 70. It means that the learners' writing ability is still under average and not suitable from the KKM at the school, the KKM of this school is 70. It means that many students who get the score that is below the specified standard that has been set. There are 81 students (69.23%) got score under 70.

By interviewing the students, they said that the teacher did not apply interesting teaching technique that involves students in the classroom interactions to get the best result and to avoid boredom.¹¹ The researcher found some problems that cause students' writing ability still low such as: the students face difficulties to develop idea in their text. In addition, the students were not interested for teacher's technique of teaching writing.

¹¹ Interview to the Students of the eleventh grade at SMA Negeri 1 Wonosobo, Kabupaten Tanggamus, January 15th 2018.

From the students and teacher problems, the teacher didn't use the interesting technique in teaching writing. One of the techniques that the teacher used in teaching writing is Guided Question technique.. This technique might help the students explore their creativity and learning process to be more enjoyable.

Based on explanation, guided question is Guided questions is a format test question of guiding a learners without dictating form which serve an outline written text.¹² Guided questions is a technique for teaching in which the teacher gives some questions to the students applied to a topic in teaching. The Guided Questions is an alternative technique for teaching English writing. When the teacher guide the students in writing process by giving them some questions, it will help the students get the mean idea as an outline to write.

The previous research on guided question technique was conducted by Apriyanti, on her Thesis “The Influence of Guided Questions Towards Students’ Recount Paragraph Writing Ability.” Showed that the students who got high frequency of guided questions got better score than the students without using guided questions in teaching recount paragraph writing.¹³ Previous research by Sahaja Talenta Imanisa. Entitled “Improving Students’ Ability In Writing Descriptive Text Through Guided Questions Technique.” Showed that the score of the students who were taught by using guided questions is higher than those

¹² H. Douglas Brown, *Language Assesment Principles and Classroom Practices* (White Plains, New York: Pearson Education, 2004), p.234

¹³ Okta Apriyanti, *The Influence of Using Guided Questions Towards Students’ Recount Paragaraph Writing Ability at The Second Grade of SMPN 2 Pulau Beringin South Oku Regency*. Tarbiyah Faculty The State Institute of Islamic Studies Raden Intan Lampung, 2012. p.53.

who are taught without guided questions.¹⁴ It showed that this technique suitable for the students if the teachers want to improve their learners' score. It was because the technique could help the learners who still have the problems in expressing their ideas in written form to generate their ideas related to the topic and it helped the learners to write writing text correctly and effectively.

Based on explanation, the students could enjoy their study and increase the students' writing continually and enjoy learning a foreign language. And the students would be creative while they were writing a sentence form. Thus, the researcher intended to use Guided Questions as a technique in teaching narrative text writing. And the researcher was interested in conducting a research about The Influence of Using Guided Questions Towards Students' Writing Ability in Narrative Text at The First Semester of The Eleventh Grade at SMA Negeri 1 Wonosobo, Kabupaten Tanggamus.

B. Identification of the Problem

Based on background of the problem above, the researcher identified the problem of research as follows:

1. The students' writing ability was low
2. The students got difficult in expressing their ideas in narrative text writing correctly
3. The teacher didn't use interesting technique.

¹⁴ Sahaja Talenta Imanisa, *Improving Students' Ability In Writing Descriptive Text Through Guided Questions Technique at The Second Grade Of SMPN 23 Bandar Lampung*. Faculty of Teacher Training and Education University of Lampung, 2017. p.51

4. The students got bored when they do exercise about writing narrative text (The teacher always asked the students to write freely).

C. Limitation of the Problem

Based on the identification of the problem, the researcher limited the problem on the students' writing ability in narrative text (Fable, Myth, fairy tale) and the used of guided questions.

D. Formulation of the Problem

Based on the identification of the problem, the researcher formulated the problem as follows:

Is there a significant influence of using guided questions towards students' writing ability in narrative text at the first semester of the eleventh grade at SMA Negeri 1 Wonosobo, Kabupaten Tanggamus in the academic year of 2018/2019?

E. Objective of the Research

The following is the objective of the research:

To know whether there is a significant influence of using guided questions towards students' writing ability in narrative text at the at the first semester of the eleventh grade at SMA Negeri 1 Wonosobo, Kabupaten Tanggamus in the academic year of 2018/2019.

F. Significant of the Research

The uses of the research are as follow:

1. Theoretical

This result of research might support that the used guided questions could influence student's writing ability.

2. Practical

The advantages of this research were for English teacher and student. It might inform English teacher that guided questions could be applied as a good way to study text in teaching writing ability for researcher, students, and teacher.

a. For the researcher

The researcher hoped this research could help to be a good English teacher especially in teaching writing

b. To help students

It is hoped that the students were more interested and motivated in learning English using the guided questions gave positive effect on the students English achievement.

c. For the teacher

By using guided questions the teacher could improve their creativity in teaching process so that the goal of the learning could be achieved.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students of the eleventh grade at SMA Negeri 1 Wonosobo, Kabupaten Tanggamus.

2. Object of the Research

The object of research was students' writing ability in narrative text and the use of guided questions.

3. Time of the Research

This research was conducted at the first semester of 2018/2019.

4. Place of the Research

The research was conducted at SMA Negeri 1 Wonosobo, Kabupaten Tanggamus.



CHAPTER II

FRAME OF THEORY, REVIEW OF LITERATURE

A. Frame of Theory

1. Teaching English as a Foreign Language

Every components of teaching is systematical which includes many component that cannot be separated, since it has to be run together dependently. It depends on the ability of the teacher in managing the class when teaching English, how good his/her skills in teaching English.

Teaching English as the first foreign language will be different from English as the second language such as Malaysia, India. Indonesia has foreign language besides a language as a national language. English becomes the first foreign language. It is supported by Setiyadi who said that In Indonesia, English is learned at schools and people do not speak the language in the society.¹ Language learners in Indonesia use English not for their need in daily communication but only for focus on learning English in school. Hence, English does not play an essential role in social life because they learn English only as one of the subject that should be passed. But still, English is very important to be learned by learners in elementary school up to university.

Teaching is the process of showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with

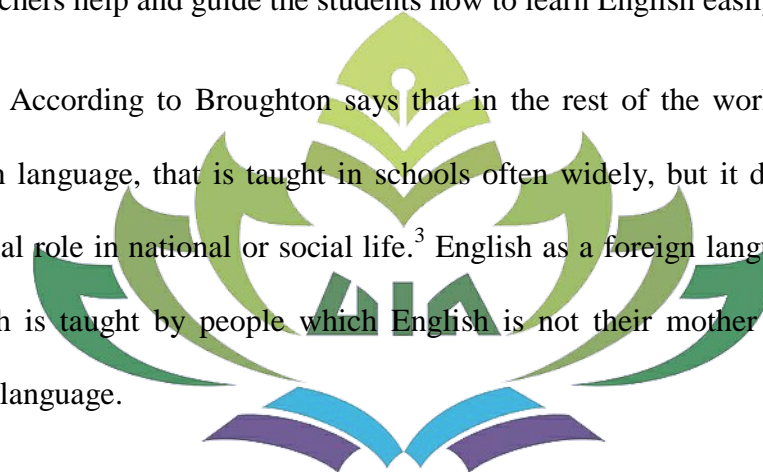
¹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22.

knowledge, and it is causing someone understand about something that learned.².

It this case the English teacher should be able to create a real situation that can be used to support learning and teaching process in order that the students are able to use English naturally for communication.

In teaching English, teachers must focus on the process of teaching and learning. The also must know what is happening in the classroom activities so the target of language will be reached well. In teaching English as a foreign language the teachers help and guide the students how to learn English easily.

According to Broughton says that in the rest of the world, English as a foreign language, that is taught in schools often widely, but it does not play an essential role in national or social life.³ English as a foreign language means that English is taught by people which English is not their mother tongue or their native language.



It can be concluded that teaching English as foreign language means that English is used by people not as their mother tongue or their native language, but as a tool to communicate beside their first language or in other word as their second language. In teaching English as foreign language, the teacher should assist, guide, show, and provide the knowledge to the learners in mastery the material in order to encourage learners to practice English every time in their daily activities.

² H. Douglas Brown, *Principle of Language Learning and Teaching: Fourth Edition* (New York: Addition Wesley Longman, 2000), p.7

³ Geoffrey Broughton, et.al., *Teaching English as a Foreign Language* (2nd Ed)(New York: Routledge, 1980), p.12.

2. Writing

We know that writing is one of skill in language should be mastered by the students. Besides that writing is one way to send message and information from the writer to reader. Hyland states that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.⁴ Herein, writing is one of the ways that people can do to transmit information and give their views on some topics in written form.

Besides that, Raimes states that writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain, and hand.⁵ It means that writing is an activity to explore our mind to get an idea and express it by symbols letter that is arranged into word form and the word is arranged into sentence form. When we will write use our eyes, brain, and hand, we use them to express our ideas which are arrange in words, sentences, and paragraph.

In writing, we do not just write one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways.⁶ Sometimes writing comes easily, if we are in the right 'mood' or have a clear and perhaps pressing need to express something, but as a rule it requires some conscious mental effort: we 'think out' our sentences and consider various ways of combining and arranging them.

⁴ Ken Hyland, *Second Language Writing* (1stEd) (New York: Cambridge University Press, 2003), p.9.

⁵ Ann Raimes, *Technique in Teaching Writing* (London: Oxford University Press, 1983), p.3

⁶ Donn byrne, *Teaching Writing Skill* (Harlow: Longman, 1995), p.1.

Moreover, writing is progressive activity. It means that when you first write something down. You have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and makes changes and corrections. Therefore, writing is never a one-step action.⁷ It means that when we write something, we must have already been thinking first because writing is never a one-step action.

From all the statements, it can be concluded that writing is a written expression of someone about their ideas, opinions, thinking or feeling which is used to communicate indirectly with other people.

3. Writing Process

Writing process is the several actions which have to be done by a researcher if he/she wants to write. For some experts, writing is a process that involves some steps. Harmer states that there are five main stages in the writing process, namely planning, drafting, editing and final version.

There are some steps of writing based on Harmer, they are:

a. Planning

Experienced reserchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some reserchers this may involve making detail notes. When planning, reserchers have to think about three main issues. In the first, place, they have to consider

⁷ Alice Oshima and Ann Hogue, (3th Edition), *Introduction to Academic Writing* (New York: Pearson Education, 2007), p.15.

the purpose of their writing, the audience they are writing for, and the content structure of the piece.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of draft may be produced on the way the final version.

c. Editing (reflecting and revising)

Once resercher has produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.

d. Final version

Once reserchers have edited their draft, making the changes they consider to be necessary, they produce their final version.⁸

Besides, Harmer states that "Writing process is the stages a resercher goes through in order to produce something and its final written form. This process may of course be affected by the content of the writing, the types of writing (letters, essays, descriptives, or novel) and the medium it is in (pen and paper computer word file, etc.)."⁹

Based on that explanation, it can be concluded that writing is an activity to express the idea through certain stages. There are many factors related in

⁸ Jeremy Harmer, *How to Teach Writing* (Essex: Longman, 2004), p.4

⁹ *Ibid.* p.5.

writing, not only about the states, but also the content or message of the writing. Herein, writing is rather hard to do because in order to make the reader understand and get the specific information of the writing, the information should be conveyed well by the stages.

4. Writing Ability

Many people said that writing is difficult skill. It because this skill can not achieve in short time. This skill belong to difficult since the writer must attention some aspects like content, grammatical, vocabulary, and others.

According to Heaton, five major aspects are accompanied by explicit description of what is mean by the different band-scales. The criteria of good writing are:

- a. Content (the ability to think creatively and develop thoughts).
- b. Organization (the ability to write in appropriate manner).
- c. Vocabulary (the ability to use of word/idiom).
- d. Language use (the ability to write appropriate structure).
- e. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).¹⁰

Besides that, writing ability is very important for writer especially to get excellent writting. Brown gives some tips that can help to improve writing ability;

1. Use acceptable grammatical systems (e.g tense, agreements, pluralization, patterns and rules);
2. Express a particular meaning in different grammatical forms;

¹⁰J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p.135.

3. Use cohesive device in written discourse;
4. Use the rhetorical forms and conventions of written discourse;
5. Appropriately accomplish the communicative functions of written texts according to form and purpose;
6. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification;
7. Distinguish between literal and implied meaning when writing;
8. Correctly convey culturally specific references in the context of the written text;
9. Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing device, writing with fluency in the list drafts, using paraphrases and synonym, soliciting peer and instructor feedback and using feedback for revising and editing;
10. Brush up on grammar and style;¹¹

It can be concluded that, we can apply all tips if we want to improve our writing ability. Writing ability is an ability to produce good writing. To produce good writing, the writer should study hard and practice more so that the readers can understand the writing that is produced.

From those statements, it can be concluded that writing has five components: content, grammar, organization, vocabulary, and mechanic. Those components should be attended by researcher to get good writing and to get ability

¹¹H. Douglas Brown, *Op. Cit*, p. 343.

in produce written skill. Then, to produce good writing, the writer should study hard and practice more so that the readers can understand the written form that is produced.

5. Teaching Writing

Writing is one of the language skills in English that should be required by the learners. To help the learners to master writing skill the teacher should have certain approach related to the goal in order to improving learners' writing ability. Traditionally there have been two main approaches to teaching writing: a skill-based approach and more recently, the process approach.¹² Herein, to achieve the goal, the teacher should consider to several approach, especially when teaching writing. Furthermore, Harmer says that teaching writing is focus on product and writing process.¹³ Consecutively, teaching writing to the learners focus on what learners can produce through long process starting from brainstorming up to final product.

Teaching writing is different from teaching any other language skill. In addition to, teaching writing covers teaching of language ability, because the process of this activity engaging is the combination of all teaching process. The learners firstly given knowledge about the procedural of writing, after it has been given the learners are asked to make sentences. It is to measure whether the material achieved well or not by the learners' writing product.

¹² Peter Westwood, *What Teachers Need to Know about Reading and Writing Diffiulties*, (Australia: Acer Press, 2008), p.70

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 1999), p. 257.

Teaching writing is not only about how to make good writing ideas, but also make the learners' writing ability better than before. End to end, the learners should know precisely where they should put the position of their words. Harmer says students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.¹⁴ In the teaching of writing, the teacher can focus on the product to that writing or on the writing process itself. The procedures of teaching writing can be described as follows:

a. Pre-writing Activity

In pre-writing activity, the teacher will give apperception to the learners by asking the questions.

b. While-writing Activity

In while-writing activity, the teacher will explain the goals, the objective of instructions and also some aspects of writing used to make a good writing for example of narrative text.

c. Post-writing Activity

The last is post-writing activity. In this section, the teacher will ask to the learners to make a narrative text. After that the learners should check their work. It should be done to find out the mistakes of some aspects of writing. After that the learners can rewrite their work and the teacher asks the students to submit their work.¹⁵

¹⁴ *Ibid*, p.128.

¹⁵ *Ibid*.

From the explanation, it can be concluded that teaching writing focuses on the product and writing process. The writing process is the procedures when teaching writing to the learners. They are pre-writing activity, while-writing activity and post-writing activity, after the teacher knows the procedures of teaching writing, she/ he can focus on how to improve learners' writing ability by those certain processes.

6. Text

a. Definition of Text

According to Siahaan, a text is a meaningful linguistic unit in a context. A text is both a spoken text and written text.¹⁶ In a text contain of meaning morpheme, phrase, clause, sentence and discourse or another linguistic unit. A text is not only ideas that conveyed in form of written but also ideas or information delivered orally.

Furthermore Anderson said that a text is when these words are putting together to communicate a meaning, a piece a piece a text is created. There are two main categories of texts-literary and factual.¹⁷ Text is arranging of words to be a sentence in order to deliver a message or information.

1.) Literacy Texts

Literacy text include Aborigin dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas are constructed to appeal the emotions and imagination. Literacy text can

¹⁶ Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

¹⁷ Mark Anderson, Kathy Anderson, *Text Types in English* (Australia: Macmillan, 1997), p.1.

make the readers laugh or cry. These are the main text types in this category: narrative, poetic, and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

2.) Factual texts

Factual text include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, report and instructions present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure. From explanation above, in addition to there are several kinds of text related to teaching and learning English.

b. Types of Text

According to English syllabus for senior high school there are many kinds of text that are taught in senior high school. They are recount, procedure, descriptive and narrative text.

1) Recount

Recount text is a text that retells the events and experience in the past. Recount is sequential text that do little more than sequence a series of events. Recount text is a piece of text that retells past event usually in order in which they happened. The generic structure is orientation, record of even and reorientation. While its language features are focuses on the participant, uses time connective and conjunction, uses past tense, and uses adverb and adverb phrase. Recount is a piece of text that retells past events, usually in

the other in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.¹⁸

2) Procedure

Procedure text as a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions for making something doing something, or getting somewhere. Procedure text is instruction how to do and how to make something through a sequence of step. The purpose of procedure text is to describe how something is accomplished through a series of action or steps. The generic structure of this text is goal, material and steps. The language feature of procedure text are focus on general human agents, use simple present tense, often imperative, use mainly of temporal conjunction or numbering to indicate sequence, and use mainly of material process. The example of procedure text are how to make sandwich, how to make a cup of coffee, how to make an omelet, etc.¹⁹

3) Descriptive

Descriptive text is describes how something or someone looks or feel. A good description is a word pictures, the reader can imagine the object, place, or person in his or her mind. it tells how something looks, feel, smells, tastes, and sounds. Descriptive text describes person, place or

¹⁸ M.Arifin Rosyadi, "Recount Text, Learning Material Junior High School Grade VII", p.1.

¹⁹ Mark Anderson and Kathy Anderson, *Text Types in English 3*. (South Yarra: Mcmillan Education Ltd, 1998), p.28.

thing. Generic structures of descriptive text are identification and description. Identification identifies phenomenon to be described, and description describes parts qualities and characteristics. The language feature of descriptive text is focus on specific participants. Use of adjective and adverb and use of simple present tense. The example of descriptive text such as describes about people (an artist, teacher, best friend). Place, such as Borobudur and Prambanan Temple. Thing such as plant, for example *Rafflesia Arnoldi*.²⁰

4) Narrative

Narrative is kind of the text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader. Narrative text is a piece of text which tells a story to entertain and inform the reader and listener. The generic structures of narrative text are orientation, complication, evaluation and resolution. While the language feature as follows focuses on specific participant, uses past tense, uses time connective and conjunction uses saying verb. The examples of narrative text are Cinderella, Mouse Deer, Crocodile, and Malin Kundang, etc.²¹

Based on the explanations, it can be concluded that there are many kinds of texts in teaching writing for student of senior high school and each student

²⁰ Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Solomon, *Great Writing 2 Great Paragraphs*, 3rd edition, (United States of America: Hemle Cengage Learning, 2010), p.135

²¹ Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Penerbit ANDI, 2001), p.94

must be able to understand the generic structure and language feature of the texts.

7. Narrative Text

a. Definition of Narrative Text

There are some text types such as narrative, descriptive, recount, procedure, exposition, and etc.²² Each of them has different definition and function. According to Anderson, narrative is a text which tells a story and doing so, entertains or informs the reader or listener.²³ It is in line with Pardiyo's statement which is narrative is kind of the text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.²⁴ In addition, narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myth, epic) and its plot consist of climax of the story or complication then followed by resolution.²⁵ It means that in narrative there is a conflict that will reach the solution in the end of story. Usually, the students like to read legend of the country, fairy tale of the world, or fable such as Malin Kundang, Cinderella, and Mouse deer and Crocodile. They are known as narrative text.

b. Social Function of Narrative Text

The social function of narrative text is to amuse entertain and to deal with actual or various experience indifferent ways; narrative deals with problematic

²² Mark Anderson and Kathy Anderson. Op.cit. p.2

²³ *Ibid*, p.6

²⁴ Pardiyo, *Teaching Genre-Based Writing*, (Yogyakarta: Penerbit ANDI, 2001), p.94

²⁵ Sonnetta Welliya, Narrative Text on:

<http://www.unituebingen.de/engl/downloads/narrativetext/Narrative%20Text%20Lecture%201.pdf>, accessed on January, 17th 2018

events which lead to a crisis or turning point of some kind, which in turn finds a resolution.²⁶ It means that the purpose of narrative text is to give entertain and to deal with actual or various experience indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication which the problem arises. The resolution comes to solve the problem in story narrative.

c. Generic Structure of Narrative Text

The generic structure of narrative text, they are:

- 1) Orientation, introducing the characters of story, the time and place the story happened, (Who/ What, When, and Where).
- 2) Complication, a series of events in which the main character attempts to solve problem.
- 3) Resolution, the ending of story containing the solution.²⁷

From the statement above, the researcher concludes that narrative introduces orientation to lead the writers to the context. It is continued by complication, which tells about events and solve problem in a narrative. Then, it is solution of problem in resolution.

d. Types of Narrative Text

There are many types of narrative text. Emilia states that there are five types of narrative text. There are as follows:²⁸

²⁶ Linda Gerot and Peter Weignell, *The Genre-Grammar Connection*, (Australia AEE, 1994), p. 1992-205

²⁷ Th. M. Sudarwati, *Look Ahead An English Course For Senior High School Students Year XI*, (Jakarta: Erlangga, 2007), p.52.A

²⁸ Emi Emilia, *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi Press, 2011), p.94.

- 1) Fable is a story that teaches a lesson, often using animal characters that behave like people, (mouse, deer and crocodile. The Ant and the Grasshopper, etc).
- 2) Legend is a story that is based on fact but often includes exaggerations about the hero. (Sangkuriang, malin kundang, the story of Toba lake, etc).
- 3) Fairy Tale is a humorous story that tells about impossible happenings, exaggerating the accomplishment of the hero. (Cinderella, snow white, Pinocchio, etc).
- 4) Folk Tales, an old story that reveals the customs of a culture.
- 5) Myth, a story that is believed by some people but the stories can not be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence.

From that fifth types of narrative text mention, in this research, the researcher will use fable, fairy tale, and myth as the material of research.

8. Students' Narrative Text Writing Ability

To make a good narrative text the writer must be creative. The writer also has to understand about points that must be there in narrative text writing. According to Anderson, narrative is a text which tells a story and in doing so, entertains or informs the reader or listener.²⁹ In addition, narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myth, epic) and its plot consist of climax of the story or complication then followed by

²⁹ *Ibid*, p.6.

resolution.³⁰ In writing a narrative text, the writer expresses the idea or topic of the text by keep attention about rhetorical structure and language features of narrative text. The writer also has to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanics) because they will be the assesment of writing. In this research, the students have to retell the story of narrative text they read.

Based on the explanation above, the researcher makes conclusion that students' writing abiliy in narrative text is their ability to procedure or compose a text, by retelling a story in the past whose purpose is to entertain and give moral lesson to the readers, which fulfills the criteria of good writing including content, organization, vocabulary, language, and mechanics.

9. Guided Questions.

a. Definition of Guided Questions.

There are several techniques which can guide the learners to express their ideas through written form. One of them is Guided questions. Guided questions is a technique which is conducted by giving students questions in order to direct them in learning. According to Brown, guided questions is a format test question of guiding a learners without dictating form which serve an outline written text.³¹ When the teacher guide the students in writing process by giving them some questions, it will help the students get the mean idea as an ouline to write.

³⁰ Sonneta Welliya, *Op.cit.*

³¹ H. Douglas Brown, *Language Assesment Principles and Classroom Practices* (White Plains, New York: Pearson Education, 2004), p.234.

Brown says that guided questions is to prompt the test-taker to write from an outline.³² The outline helps to guide the learner through presumably logical development of ideas that have been given some forethought. Guided questions uses for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learner some questions as an outline to write. So that by answering the questions the students can express the ideas in writing. Guided questions help provide focus and coherence for units of study.

According to Wardani, Basri, Waris state that Guided questions is a technique which is used in teaching writing. Using this technique could help the students produced their writing, because by answering the questions they would write easily.³³ Guided Questions can help the learners' writing. Therefore, through guided questions, learners are guided step by step in their writing based on the question and the topic given. The learners then arrange the answer into paragraph and after that into a text.

According to Traver, he said that states that guided question is the fundamental query that directs the search for understanding.³⁴ In understanding the details of writing theme, it requires guidance to help minimize the errors in achieving a goal. The Guide is the Question form. That provided to help organize a paragraph or text. In other word, these questions can help the learners when they

³² *Ibid.* p.235

³³ Imelda Wardani, Hasan Basri, Abdul Waris, "Improving The Ability In Writing Descriptive Text Through Guided Questions Technique". *E-Journal of English Language Teaching Society (ELTS)*, Vol. 2 No. 1 (2014), h.3

³⁴ Rob Traver, *Educational Leadership*, Available at: <http://smalssschoolproject.org>. Accessed on Tuesday, January 29, 2018.

are going to make a writing text. This technique provides a list of questions that can make the students think about the topic. This technique is expected to give guidance about what should be included in students' writing. By using guiding questions technique, the students will not be confused of what to write first and next because they have guidance in its process.

Based on the explanations, the researcher concludes that guided questions is a technique for teaching writing in which the students are guided to express their ideas into the written form by giving them some questions related to the topic which is going to be written by the students, in order to minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions given by the teacher.

b. Procedure of Using Guided Questions Technique

From the concept stated previously, it can be known that that guided question is a teaching technique which is used by giving the students 5W + 1H questions in order to direct students to generate their ideas and details when they are writing an event or story. The answers of the questions can be an outline of their writing before generating into a paragraph. Thus, the questions can be used as guidance in writing. There are two experts explained the steps of question usage in teaching writing.

The usage of the guided question in teaching writing is explained by Taylor in his book. They are.

1. Choose an essay topic that is interest for the writer. Such a topic that the writer already has idea about that.
2. Ask the questions about the topic. The questions can be 5W+1H questions which is related to the topic that will be written.
3. Answer the questions and write down the answer in no more than a sentence or two.
4. Develop the answers of the question become the paragraph. The writer can add more ideas that can support the answers to make them detail.
5. Consider the paragraph as temporary answer before the writer's eventual answer. This paragraph becomes a foundation of the text but it can be changed.³⁵

Besides that, Axelrod and Cooper said that there are several steps in using question for invention. They are:

Thinking about the writers' subject. Subject means that something the writers want to write such as idea, event, person, problem, *etc.*

1. Starting from the first question then move to the next. The writer should follow the questions from the first then answer it to make their writing organize well.
2. Writing the writers responses quickly without much planning. They should write as quick as possible to anticipate of forgetting about the answer.³⁶

³⁵ Gordon Taylor, *A Student's Writing Guide How to Plan and Write Successful Essay*, (New York: Cambridge University Press, 2010), p.22

³⁶ Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's guide to writing* (New York: ST. Martin press, 1985), p.475.

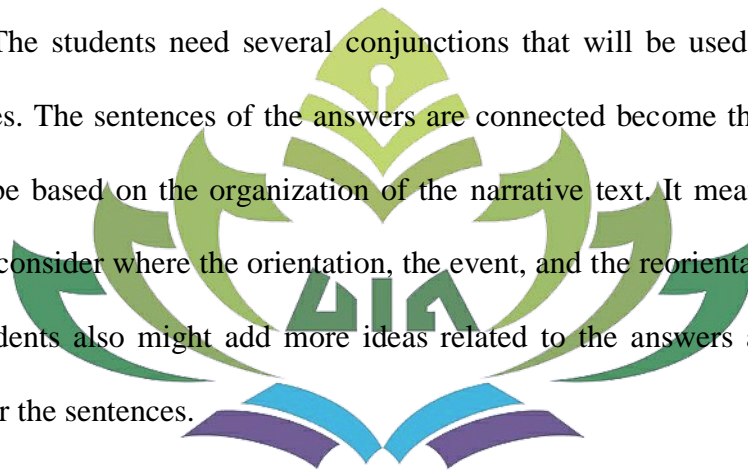
Based on the steps that explained by those two experts, the researcher did construction in using guided question technique in teaching writing:

- a. The researcher showed an example of the story about narrative text (Picture) in front of the students in the classroom. After that, the teacher asked to the students to answer the type of the story. It was as a brainstorming. Then, after the students have understood about this narrative text, the teacher explained about the definition of text narrative and the generic structure.
- b. The researcher gave the topics to students in classroom. The researcher needs to make sure first that the topic was the titles of some stories (legends, myths, fables), because the material was narrative text. After the teacher gave the topic, the researcher asked the students to read first the topic was given by the researcher.
- c. The researcher gave the several guided questions about the topic to the students. The researcher made a table on whiteboard, there were 3 columns. The first column was about Questions, the second column was about answers, and the third column was about made a text of narrative using guided questions. The guided questions consist of 5W+1H question related to the topic. The students were asked to answer the first until the last questions about the topic. The question forms: who was the main character from the story, where the story took place, what the plan does he have first, what happended when it asked for help, how he overcame the

problem that are being faced at the time. The student was asked to answer from the first to the last question about the topic.

- d. The students should respond or answer quickly each question in one or two sentences on a piece of paper. Each question should be answered because its answer can become an outline of paragraph to make a narrativet text.
- e. After each question was answered, the students have to made the answers of the guided questions become a text on the other piece of paper.

The students need several conjunctions that will be used to connect the sentences. The sentences of the answers are connected become the text. The text should be based on the organization of the narrative text. It means that students need to consider where the orientation, the event, and the reorientation of the text. The students also might add more ideas related to the answers as a supporting detail for the sentences.



c. Advantages and Disadvantage of Using Guided Question Technique

By using Guided questions before doing writing activity, the writer can get some advantages and disadvantages from them. The following are some advantages and disadvantages of guided questions. They are:

1) Advantages of Using Guided Questions Technique

- a.) It can facilitate the teaching of writing to the students, so that the students will not be confused what they are going to write because they are guided to write by answering the questions related to the topic.³⁷
- b.) It can make their writing more coherent because they write the paragraph by following the questions.³⁸
- c.) It can minimize mistakes by the students when they write.³⁹

From the statement, the students can achieve many benefits through guided questions. They can be easier to write a text, especially in writing narrative text. Besides, it gives more details in writing a narrative text.

2) Disadvantages of Using Guided Questions Technique

This technique is difficult to be applied in guiding writing process in big group students. It is caused because the class will be difficult to be controlled by the teacher.⁴⁰

10. Free Writing.

a. Definition of Free Writing.

According to Oshima and Hogue, he states that free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. Another prewriting technique is free writing. When

³⁷ Faiz, *The Use of Guiding Question Technique to Improve Students' Descriptive Text*, Walisongo State Islamic University, 2011

³⁸ *Ibid.*

³⁹ Iwan, *Developing The Students' Ability In Writing Recount Text Through Guiding Questions Technique At The Second Year Students Of Smpn 1 Terbangi Besar Lampung Tengah*, 2011

⁴⁰ Wulandari, *Improving Students' Ability In Writing Descriptive Paragraph Trough Guiding Question Technique At The Second Grade Of Smpn 1 Gadingrejo Pringsewu.*, University of Lampung, 2015

you free write, you write “freely” without stopping on a topic for a specific amount of time. You just write down sentences as sentences are correct or not.⁴¹

In other page according to Oshima and Hogue also support that, as with listening, the purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.⁴²

The students will write without regarding to spelling, grammar, etc. And will make no corrections. If the students reach the point when they cannot think anything to they will write, they will continue write until they find another line of thinking. At time, the student may also do a focus on free write. Letting choose the topic structure their thinking. Explain from the topic. This technique help the researcher explore a particular subject before putting ideas into a more basic context.

In conclusion, free writing is an activity in which you write freely about a topic because you will look for a specific focus. It is a simple process that is the basic for other discovery techniques.

b. Procedure of Using Free Writing Technique

There are two experts explained the steps of question usage in teaching writing.

Here is the steps:

⁴¹ Alice Oshima and Ann Hogue, *Op.cit.* p.34

⁴² *Ibid*, p.6

According to Oshima and Hogue steps of freewriting are;

- 1) Write the topic at the top of your paper
- 2) Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
- 3) After you have run out of ideas, reread your paper and circle the main ideas(s) that you would like to develop.
- 4) Take each main idea and freewriting again.⁴³

Besides that, Wicaksono and Roza said that there are several steps in using free writing technique. They are:

1) Pre- teaching

a) Review the previous lesson

The activity was conducted check the students' understanding and remind them to the previous lesson in order they are ready to learn the new topic.

- b) The teacher explained the purpose of the learning before the process teaching and learning begin, the teacher will explain purpose and what the students reach after learning the material.

2) Whilst- Teaching

a) Exploration

⁴³ Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (England:Addison Wesley Long, 1999), p.268

- (1) The teacher shows the topic to the students.
- (2) The teacher guides the students to explore idea if the student does not have any idea of what to write about.
- (3) The teacher asks the students what they thinking about the topic and write it.
- (4) The teacher gives a time limit to student and writing about the topic.
- (5) The teacher leads the student to mention the words that related to the topic that is given.

b) Elaboration

- (1) The teacher explains the generic structure of narrative text.
- (2) The teacher explains what is the narrative text.
- (3) The teacher gives the example how to make a narrative text by using free writing technique.

c) Confirmation

In this stage the students revised and edit their writing. The students discuss about their work with another students or teacher.

3) Post-teaching

In this stage the teacher guide the students to make conclusion about material that they have learned.⁴⁴

⁴⁴ Andri Wicaksono, Ahmad Subhan Roza, *Teori Pembelajaran Bahasa*, (Yogyakarta: Garudhawaca, 2015), pp.138-141

Based on the steps that explained by the experts above, the writer in this research will use several steps below by mixing the steps from the experts in using free writing technique in teaching writing:

- a. The teacher gives the topic.
- b. The students write about the topic until run out of ideas.
- c. After the student runs out ideas, the teacher asks the students reread students' paper and circle main idea.
- d. After the students finish free writing, the teacher underlines or circle the students' mistakes. (Example: spelling mistakes, wrong construction and etc)
- e. The teacher gives before the time end.
- f. The teacher discusses about students' mistakes and then gives them correct ones.

From the above points, it can be concluded that are all of the steps of freewriting. First, write the topic. Second, write as much as you can from the topic. Third, reread your written form and circle the main idea and the last you do freewriting again with your main idea before. Those step can help the basic of writer to know how to write first.

c. Advantages and Disadvantages of Freewriting Technique

1) Advantages of Freewriting Technique

There are some advantages of using free writing technique

- a) Students learn not to edit their word or their thoughts

- b) Sometimes previously repressed thoughts and emotions surface (you may be surprised at what you write), but then again you might write total incoherent no sense for ten minutes. It doesn't matter.
- c) Most of us have a compulsive habit of editing as we write. Resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.

Based on the explanation it can be concluded that freewriting has some advantages by using this technique the students will learn not to edit their words or thoughts, and the students will surprise at their writing.⁴⁵

2) Disadvantages of freewriting Technique

There are some disadvantages of using freewriting. The disadvantages numerous.

- a) They can be very time consuming as you often cannot use much of what you free- write in your final essay. In need, you will absolutely need to resist the urge to treat your free writing as a formal draft of the essay.
- b) You need to make sure to create an outline of your freewriting so that you can apply it to your formal draft.⁴⁶

The researcher concludes that disadvantages of this technique are time consuming, still need an outline before applying of freewriting to formal draft.

⁴⁵ ambarLeaStarfire, Guided Writing Tips: the benefits of freewriting, 2011, <http://www.writingthoughlife.com/jurnal-writing-tips-the-benefits-of-freewriting>. Accassed on december 18, 2016,21:11pm.

⁴⁶ *Loc.Cit*

There are some tips to overcome disadvantages of free writing. The students must be able to write and think quickly what they to write in order to spend a lot of time and they are need to make sure to create an outline of their freewriting. Thus, they can apply it to their formal draft.

B. Frame of Thinking

Writing is skill in which we express ideas which are arranged in words sentences and paragraph by using eyes, brain and hand to convey message to reader. Writing is a tool written communication between the writer and the reader. The students may have writing class in their school, but they find some difficulties, like how to start writing, find some sentences that have relationship with the topic, etc. So that, the teacher must find and use effective techniques or strategies in order to invite the students' interest.

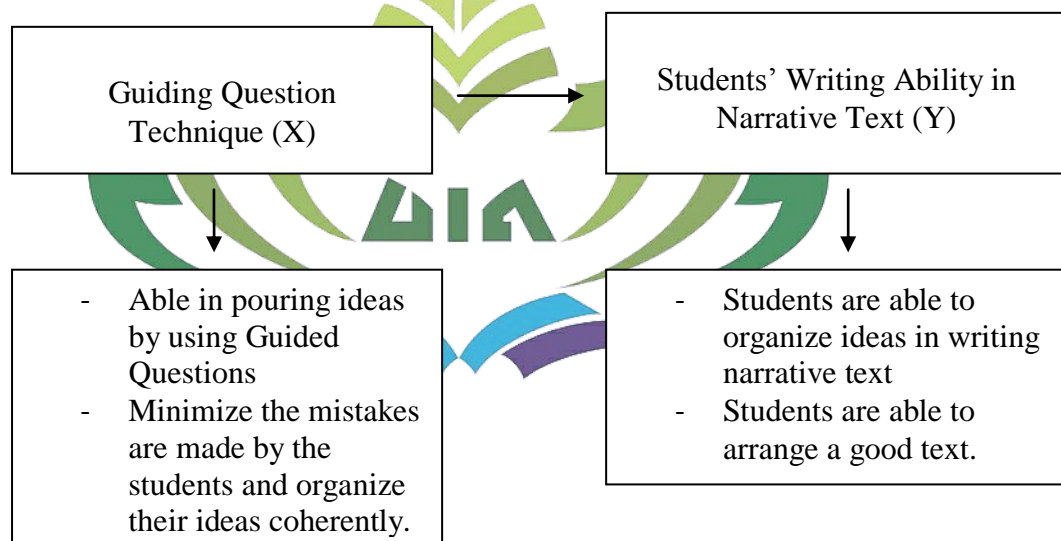
One factor that obstructs the students from knowing how to write correctly and appropriately is the medium, which is used by the teacher. Guided writing in the form of guided questions is medium that can be used to teach narrative text. Through guided questions, the students are helped to avoid serious errors as long they follow the direction and answer the question given in before writing. By using guided questions, the students are also helped to focus the idea that they want to write and to link sentences into coherent ideas in the target language.

One technique that can be used in writing skill of narrative text is guided questions. Guided questions contain some questions which consist of WH questions that the function as guidelines when the students want to start their

writing. Guided questions is a good technique to help the students in develop their ideas in make narrative text.

From the explanation above, the researcher assumes that guided questions can product good narrative text writing as long as the students answer the question well and it also can develop all aspects of narrative text writing; content, organization, vocabulary, language used, and mechanic. Thus, it has a positive influence in arranging a good narrative text.

The process of getting a good narrative text using guided questions technique can be draw as follow:



C. Hypothesis

The researcher formulated the hypotheses of this research as follows:

H_0 : There is no significant Influence of Using Guided Questions Towards Students' Writing Ability In Narrative Text at the first semester of the eleventh grade at SMAN 1 Wonosobo, Kabupaten Tanggamus in the academic year of 2018/2019.

H_a : There is a significant Influence of Using Guided Questions Towards Students' Writing Ability In Narrative Text at the first semester of the eleventh grade at SMAN 1 Wonosobo, Kabupaten Tanggamus in the academic year of 2018/2019.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Experimental design is the traditional approach to conducting quantitative research. states that experimental designs is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹ It means that experimental design is a research design that is used to find the influence of one variable to another.

The researcher used quasi experimental research design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. It is because the experimenter cannot artificially create groups for the experiment.² It means that we do not have the opportunity for random assignment of students to special groups in different conditions because it would disrupt the classroom learning.

In this research, the researcher selected two classes, first class as a control class and second class as an experimental class. The researcher used pre-test and post-test group design.³

¹ Donal Ary, *Introduction to Research in Education*, (8th edition), (Canada: Wardsworth, CengageLearning, 2002), p. 301

² John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309.

³ *Ibid*, p. 309

The design is presented as follows:

G1	=	T1	X	T2
G2	=	T1	O	T2

Notes:

G1 = The first group (experimental class)

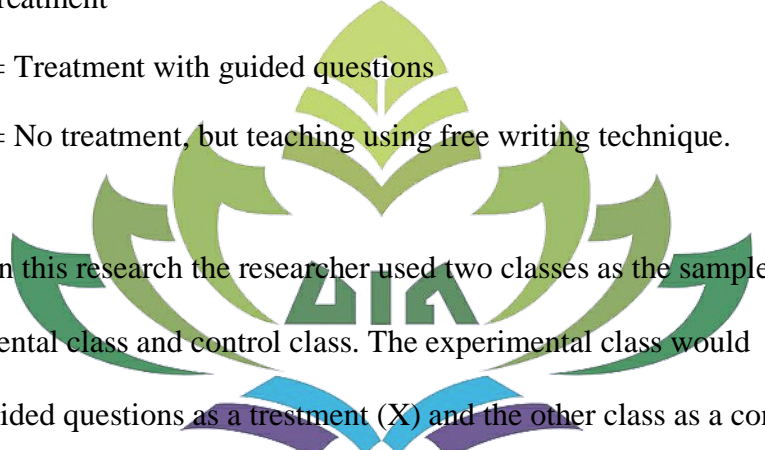
G2 = The second group (control class)

T1 = Pre-test. This is given to see the students' initial ability

T2 = Post test. This is given after the treatment to see the result after applying the treatment

X = Treatment with guided questions

O = No treatment, but teaching using free writing technique.



In this research the researcher used two classes as the sample consisting of experimental class and control class. The experimental class would be taught by using guided questions as a treatment (X) and the other class as a control class has been taught by using free writing technique (Y). In this research, the two groups would be given pre-test before treatment to know the students' early achievement in writing narrative text. After that, two groups would be given post-test after treatment.

B. Research Variable

In this research there are two variables. They are:

1. Independent variable is the major variable which is investigated. It is the variable that is selected, manipulated and measured in the research. Independent variable in this research is Guided Questions (**X**).
2. Dependent variable is variable which is observed and measure to determine the effect of the independent variable. Dependent variable in this research is the students' writing ability in narrative text (**Y**).

C. Operational Definition of Variables

1. Guided question technique is a technique for teaching writing in which the students are guided to express their ideas into the written form by giving them some questions related to the topic which is going to be written by the students, in order to minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions given by the teacher.
2. Students' writing ability in narrative text is their ability to procedure or compose a text. By retelling a story in the past whose purpose is to entertain and give moral lesson to the readers, which fulfills the criteria of good writing including content, organization, vocabulary, language, and mechanics.

D. Population, Sample, and Sampling Technique

1. Population of the Research

According to Creswell, population is group of individuals who have the same characteristic.⁴ The population is all individuals of interest to the writer.⁵ Therefore, the population is the subject of our research because the subject is interested in our research. Furthermore, the researcher might not be able to study the entire population of interest. It was important that the sample be representative of the population from which was chosen. The population of the research is the students at the first semester of the eleventh grade at SMA Negeri 1 Wonosobo, Kabupaten Tanggamus in the Academic year of 2018/2019 which consist of 117 students in four classes. Here is the table number of students in detail:

Table 2
The Population of The Students at the Eleventh Grade
of SMAN 1 Wonosobo, Kabupaten Tanggamus in 2018/2019.

No	Class	Number of Students		Total
		Male	Female	
1	XI MIA-1	3	26	29
2	XI MIA-2	12	17	29
3	XI IIS-1	19	11	30
4	XI IIS-2	19	10	29
Total		53	64	117

Source: SMA Negeri 1 Wonosobo, Kabupaten Tanggamus.

2. Sample of the Research

The sample of the research were two classes, one class as the experimental class (XI MIA 1) and another one as the control class (XI IIS 2). There were four

⁴ *Ibid.*, P.142

⁵ Geoffrey Marczyk, *Essential of Research Design and Methodology*, (Canada: John Wiley & Sons, Inc, 2005), p.18

classes of the eleventh grade at SMAN 1 Wonosobo kabupaten tanggamus, and the researcher took two classes, one class as experimental class and another as control class.

3. Sampling Technique

In taking sample, the researcher used cluster random sampling technique because the classes were in groups and homogenous and the researcher took the sample from group or class. Steps in determining the sample as experimental class and control class were as follows:

1. The first, the researcher provided four pieces of small paper, each paper was contained with the name of classes that is XI MIA 1, XI MIA 2, XI IIS 1, XI IIS 2.
2. The second, the researcher took one of the papers, the first paper was taken by researcher would be sample as the experimental class, and another one as control class of this research.

E. Data Collecting Technique

In collecting data, the researcher used test:

1. Pre-test

Pre-test was used to know the students' writing ability before the treatment. The type of test is written form. The researcher asked the student to made a narrative text from the topic.

2. Post-test

Post-test was used to see if there were any statistically significant differences on students writing of narrative text through guided questions. The test was done to gain the students writing score after treatment and to found out the influence of guided questions in teaching writing of narrative text.

F. Research Instrument

In this research, the instruments are a test. The test is written form, this test was aimed to measure the students' writing ability. The researcher gave some topics to the students. The researcher asked the students to make a narrative text based on the topic chosen by the researcher. Before making this text narrative, the students have to read text first that was given by the researcher. The time that is given by the researcher was 10 minutes. Then, they retold the story and made a text. Indeed there were two instruments in this research; they were pre-test and post-test.

The topics are:

1. Pre-test Instrument

The specification of test for pre-test was given

- Fox and A cat
- Pinnocio
- Why Does The Sea Become Salty

2. Post-test Instrument

The specification of test for post-test was given

- The Ant and The Dove
- Sleeping Beauty
- Aji Saka and Dewata Cengkar

In evaluating the students' narrative text writing, the researcher used the indicator of score narrative writing by Tribble. It can be seen on the table below:

Table 3
The Rubric of Narrative Writing

Area	Score	Descriptor
Task Fulfillment / Content	20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average : adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant or very restricted; almost no useful detail.
	4-0	Inadequate: fails to adress the task with any effectiveness.
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohension).
	11-8	Fair to poor: very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connotative largely absent (cohesion).

	7-5	Very poor: lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average : adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	Inadequate: fails to address his aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: acceptable grammar but problem with more complexes structures; mostly appropriate structure; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: fail to address his aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, and layout.

	1-0	Very poor: fails to address his aspect of the task with any effectiveness. ⁶
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G. Research Procedure

In conducting this research, the researcher applied some procedures as follows;

1. Finding the subject of research

The researcher chose the classes of eleventh grade at SMAN 1 Wonosobo, Kabupaten Tanggamus as a subject of the research. There were two classes would be subjects of the research. One class is experimental class and another is control class.

2. Designing the Instruments of the Research

The instrument of this research is writing test. The students will get the same instrument for both classes in several topics.

3. Administering of Pre-test

The pre-test would be used to find out the students initial ability. The researcher asked the students to made narrative text by their own words. And The researcher gave the topic of the narrative text by choosing the topics that would be provide.

⁶ Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University Press, 1996), p.130.

The topics were:

- a. Fox and A cat
- b. Pinnocio
- c. Why Does The Sea Become Salty

4. Conducting Treatment

Treatment was given in three meetings after pre-test. In this treatment, the researcher as the teacher taught the students by using guided question technique in the experimental class, and free writing technique in the control class.

5. Administering the Post-test

Post-test was conducted after the treatments. This test was aimed at knowing the students' writing ability especially in narrative text after having the treatment. In this test, the students were given the topic. Then, the students made narrative text by their own words. The topics that would be provide.

The topics were:

- a. The Ant and The Dove
- b. Sleeping Beauty
- c. Aji Saka and Dewata Cengkar

6. Analyzing the result (Pre-test and post-test)

In analyzing the result, the researcher analyzed by comparing the result of post-test between experimental and control class to saw whether the post-test score of experimental is higher than control or not.

H. Treatment for Experimental Class

In the first meeting, the researcher showed the picture about story of narrative text. After that, the researcher asked to the students to gave their opinion about the picture. Then the researcher explained about narrative text and guided questions. Then the researcher gave them a paper about story of narrative text . After that, the researcher asked to the students to found the main idea from the text. It was done in order to knew how far the students understand about narrative text and guided questions. After that the researcher tried to teach narrative text using guided questions.

In second meeting, the researcher accompanied by teacher gave the treatment about narrative text using guided questions after that the researcher asked the students to use this technique.

In the third meeting, the researcher without the teacher explanation more clearly about guided questions and how to used this technique in writing narrative text after gave the explanation about narrative text. The researcher gave some topics about narrative text to the students. The students must read the topic before they made a text. After they read, the researcher took it back the paper about the story of narrative text from the students. Then the researcher asked to the students to retell the narrative text use their own words. Finally, the result was going to be presented in front of the class and will be scored based on the criteria of good writing.

I. Validity and Readability, and Reliability of The Test

1. Validity of the Test

A good test is the test that has validity. According to Arthur, “the validity test is conducted to check whether the test measures what is intended to be measured”.⁷ It means, by using validity test we knew whether test that we are done is valid or not. Best and Kahn state, that a test is valid if it is measures what it claims to measure. In the case point, a test is valid if it can be measured. To measure whether the test has good validity or not, the writer used the content and construct validity.

a. Content Validity

Based on standard of content school-based curriculum of writing narrative text at the eleventh grade of senior high school. The teaching is intended to enable students to make narrative text. The test is adapted to teach based on this standard of the content. Therefore, the test is along with standard of content. To get the content validity of the test, the researcher tried to arrange the material based on the objectives of teaching. Thus, the material that taught must be appropriate with the curriculum. (It can be seen in Appendix 6) narrative text is teach in eleventh grade of senior high school.

b. Construct Validity

Construct validity refers to assumption, showing the measurement used contain correct operational definite, which is based on the theoretical concept.

⁷ Hugles Arthur, *Testing for Language Teacher*, Second Edition, (Cambridge: Cambridge University Press, 2003), p.26

In other words, construct validity is just like a concept, both of them were abstraction and generalization that needed to be defined so clearly that could measure and examined. When the researcher measured or score writing ability the researcher made sure whether the writing ability is needed to be measure.

Construct validity focuses on the kind of the test that used to measure the ability. In other words, the test could measure what need to measure. In this research, the researcher will administer a writing test. To make sure, the researcher consulted the instrument to the English teacher of SMAN 1 Wonosobo Kabupaten Tanggamus to make sure whether the instrument has been valid or not.

1. Readability of the Test

Readability tests are indicators that measure how easy the direction and instruction can be read and understood.⁸ There readability of the writing will give to the students of eleventh grade are not in experimental and control class as the test takers. The researcher has been conducted readability in order to see the clarity of the direction and the clarity of the instruction and readability test will be conducted before the treatment which is given by the researcher.

To knew readability of the essay test instrument, the researcher followed Kouamé's research. Participants would be asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 described an item

⁸JulienB.Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Journal of Multi Disciplinary Evaluation, Volume6, Number 1 ISSN 1556-8180 August 2010

that is easy to read and 10 described an item that is difficult to read.⁹ The questions were tested individually. The participants might not have difficulties in understanding because they took the context of the writing into consideration. After that, the researcher measured mean of each item. Based on the finding of Kouamé's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹⁰ After giving the instrument of argumentative essay writing test to students out of the sample, the result of instrument readability shows that the instrument is readable.

2. Reliability of the Test

Fraenkel and Wallensay that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹¹

A good test must have high reliability besides having high validity. To got the reliability of the test, the researcher used inter rater reliability. This inters rater reliability counts level of the reliability based on two series of score that were gotten by two raters or more simultaneously. They are teacher and the researcher.

Furthermore, to knew the degree of the level of reliability of written, the writer consulted the criteria of reliability as follows:¹²

⁹ Julien B. Kouamé, *Loc. Cit.*, p. 133.

¹⁰ *Ibid.*, p. 134

¹¹ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), p. 154

¹² Suharsimi Arikunto, 2010, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta, Rineka Cipta, p.319

Reliability coefficient 0.8 – 1.0 is very high

Reliability coefficient 0.6 – 0.8 is high

Reliability coefficient 0.4 – 0.6 is fair

Reliability coefficient 0.2 – 0.4 is low

Reliability coefficient 0.0 – 0.2 is very low

J. Data Analysis

After collecting the data, the researcher was going to analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

1. Fulfillment of the Assumptions

a. The Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.¹³ In this research, the researcher using statistical computation by using SPSS (Statistical Program for Social Science). The test of homogeneity employing Liliefors Test.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

¹³Budiyono, *Statistika untuk Penelitian*, (Surakarta: University Press, 2004), p.170

Ho : the data are normally distributed

Ha : the data are not normally distributed.

b. Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data homogenous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follows:

Ho is accepted if $\text{sig} \geq \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

Ho = the variances of the data are homogenous

Ha = the variances of the data are not homogenous.

2. Hypothetical Test

After the researcher knew that the data normal and homogeneous, the data analyzed by using independent sample t-test in order to know the significance of the treatment effect. In this case, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for hypothetical of test.

While the criteria acceptance or rejection of hypotheses test are:

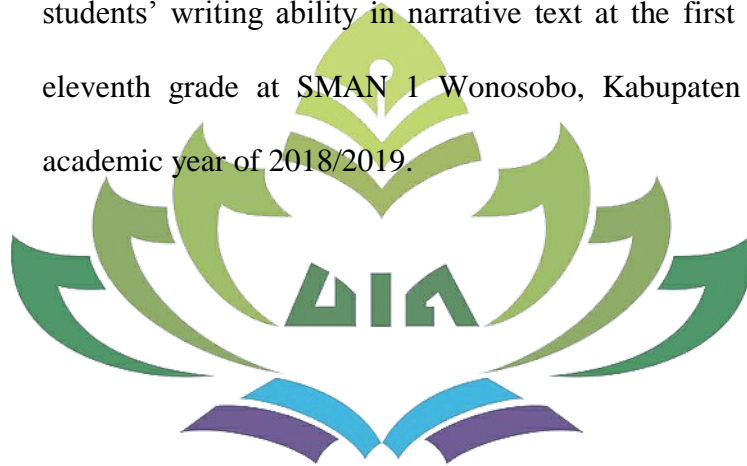
Ha is accepted if $\text{sig} < \alpha = 0.05$

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

The hypotheses are:

H_0 : There is no significant influence of using guided questions towards students' writing ability in narrative text at the first semester of the eleventh grade at SMAN 1 Wonosobo, Kabupaten Tanggamus in academic year of 2018/2019.

H_a : There is significant influence of using guided questions towards students' writing ability in narrative text at the first semester of the eleventh grade at SMAN 1 Wonosobo, Kabupaten Tanggamus in academic year of 2018/2019.



CHAPTER IV

RESULT AND DISCUSSION

A. The Research Procedure

The research conducted in August 20th 2018. Before conducting the research, the researcher asked the headmaster and the English teacher for permission at the school. After getting the permission, the researcher conducted the research through the following steps:

1. Determined the subject of the research, namely the students at the eleventh grade of SMAN 1 Wonosobo.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held the readability of the test (it was given to the students out of the research sample).
5. Held pre-test in order to know the students' score in narrative text before they had treatment.
6. Analyzed the data gotten through pre-test.
7. Gave the treatment to the sample of the research by guided question techniques in teaching and learning narrative text.
8. Held post-test in order to know the students' score in narrative text after the treatments.
9. Analyzed the data gotten through post-test. The data were analyzed by using statistic formula.
10. Tested the hypothesis and made the conclusion.

11. Reported the result of the research.

B. Data Description

In this research was conducted in five meetings. On August 20th, 2018 the researcher administered the pre-test. The researcher gave the pre-test and post-test to experimental class (X1 A1) and control class (X1 IIS 2).

In SMAN 1 Wonosobo, English subject was taught twice a week. The researcher gave the pre-test on August 20th, 2018 in experimental and control class. In the experimental class which consists of 29 students and in the control class which consists of 29 students. When the researcher gave the pre-test all the students followed the test. Then, on August 23rd, 2018 the researcher gave the first treatment in experimental class at 08.35 am and in control class at 10.50 am. There was no student absent in the experimental and control class.

The researcher gave the second treatment on August 27th, 2018. In this session, the students of experimental class there was no student absent and in control class there was two students absent. In experimental class, the treatment began at 08.35 am where as in control class at 10.50 am. Then, September 30th, 2018 the researcher gave the third treatment. The treatment began at 08.35 am in experimental class and in control class at 10.30 am, the students in the experimental class and control class there was no student absent. For the last meeting, the researcher gave the post-test to the students in experimental and control class on Monday, September 3rd, 2018. All of the students in experimental class and control class followed the post-test.

1. Description of the First Treatment

In the first treatment was done on August 23rd, 2018. The researcher taught a material about narrative text. Many students looked so nervous. The topic of first meeting was “Smart Monkey and Dull Crocodile”. In pre teaching, the researcher and students prayed together in the class, checked attendance list and gave apperception about the materials to the students. The researcher showed 3 pictures of narrative texts (Fable, Mhyt, Fairy Tale). It was about brainstorming. After that, the researcher gave the expalanation about narrative text, generic structures, and grammatical features of narrative text. Then, the researcher explained what is guided questions. After that, the researcher explained the steps how to make a narrative text by using guided question technique with the table on the whiteboard.

In whilst activity, the researcher gave the guided questions to the students. Then, the students were asked to answer from the first to the last questions about the topic. After that, They made new text in front of the class together by using Guided Questionss on the whiteboard related to the topic used their own words. Then, they submitted their work. In post activity, the lesson was summarized and gave a chance to the learners to ask questions related to the material.

2. Description of the Second Treatment

The second treatment was done on August 27th, 2018. In second treatment was better than the first because the students more enjoy than before. The students enjoyed the materials given. The students were taught through another topic of narrative text and then gave guided question technique. It was about

snow white (Fairy Tale). The students were given treatment the similar technique.

In pre teaching, researcher and students prayed together in the class, then the researcher checked attendance list and gave apperception to the students. Before continuing the lesson, the researcher reviewed the material. The researcher showed the picture of narrative (Fairy Tale). It was Snow White. In while teaching, the researcher asked to the students to make a narrative text by using Guided Questions individually.

The researcher gave new title about fairy tale to the students and asked the students to make a new text with another paper related to the topic used their own words. Then, they submitted their work. In post activity, the lesson was summarized and gave a chance to the learners to ask questions related to the material. The students looked interesting in teaching learning process.

3. Description of the Third Treatment

The third treatment on August 30th, 2018 was better than the second treatment because the students felt accustomed in teaching learning process through guided question technique. The researcher did not felt hard to explain what students should do because the students had already known what they must done step by step. The topic in the last meeting was “Dewi Sri”. It was about myth. The students were given treatment the similar technique.

In pre teaching, researcher and students prayed together in the class, the researcher checked attendance list and gave apperception to the students. Before

continuing the lesson, the researcher reviewed the material. In while teaching, The researcher gave new title about myth to the students and asked the students to make a new text with another paper related to the topic used their own words individually. Then, they submitted their writing and discussed it together. In post activity, the lesson was summarized and gave a chance to the learners to ask questions related to the material. The learners seem so interested in teaching learning process.

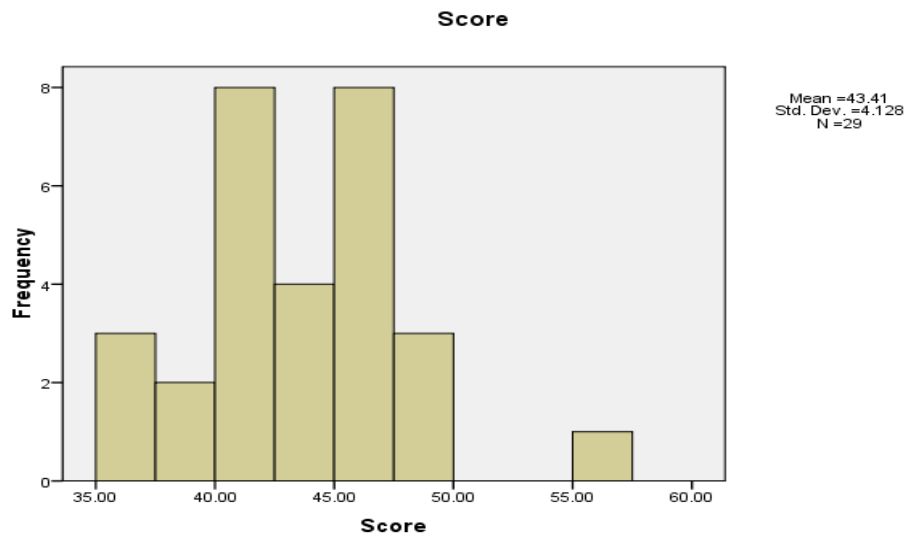
C. Result of Research

The research was aim to know whether there was any significant influence for the students' writing ability in narrtive text after they were given treatment by using guided question technique as technique in this research. The research was conducted of the first semester of the eleventh grade of SMAN 1 Wonosobo Kabupaten Tanggamus. The number of population was 117 students of the first semester semester. Two classes as sample of research, they were X1 MIA1 and X1 IIS2. In this case, the researcher used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in narrative text.

1. Result of Pre-Test

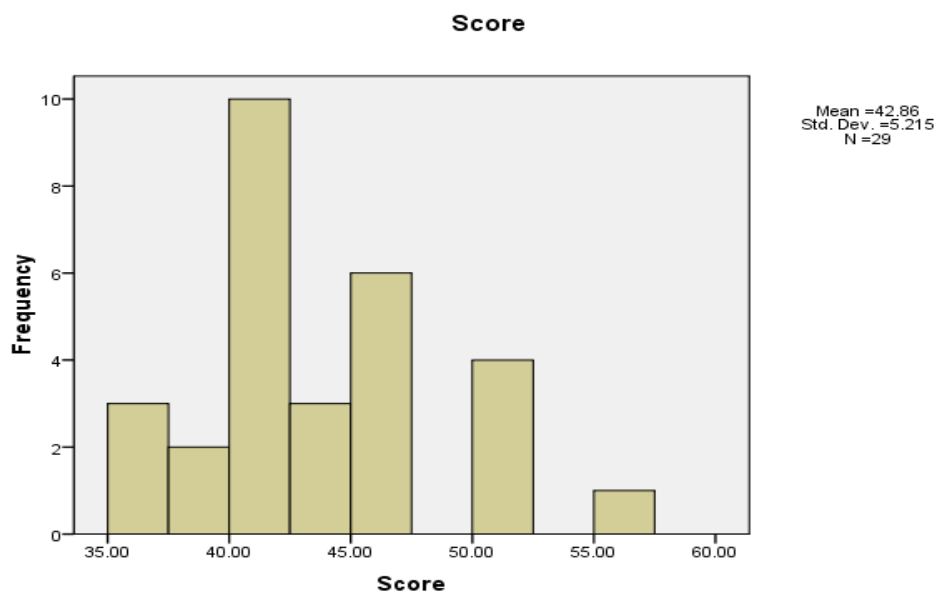
The pre-test was administrated in order to know students' writing ability before treatment was given. The pre-test was administrated on August, 20th 2018 in experimental class (XI MIA1) at 08.35 a.m. and in control class (X IIS2) at 10.50 a.m.

Figure 1
The Result of Pre-test in experimental class



Based on Figure 1, the mean of post-test in experimental class was 43.41, standard of deviation = 4.128, N = 29, median = 43.00, mode = 46.00, variance = 17.03, minimum score = 36.00, and maximum score = 55.00. It showed students' writing ability before they got the treatments.

Figure 2
The Result of Pre-Test in Control Class

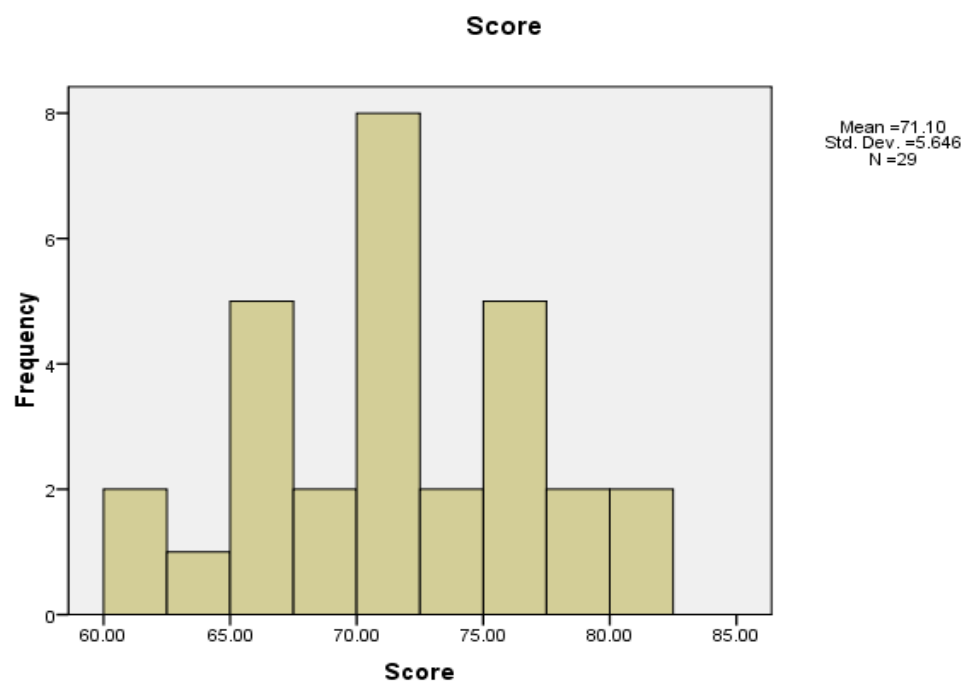


Based on Figure 2, the mean of post-test in experimental class was 42.86, standard of deviation = 5.215, N = 29, median = 41.00, mode = 40.00, variance = 27.19, minimum score = 35.00, and maximum score = 55.00.

2. Result of Post-Test

The researcher conducted post-test in order to see students' ability after the treatment. The post-test administered on September 3rd, 2018. The scores of students' writing tested in post-test in the experimental class could be seen in Figure 3.

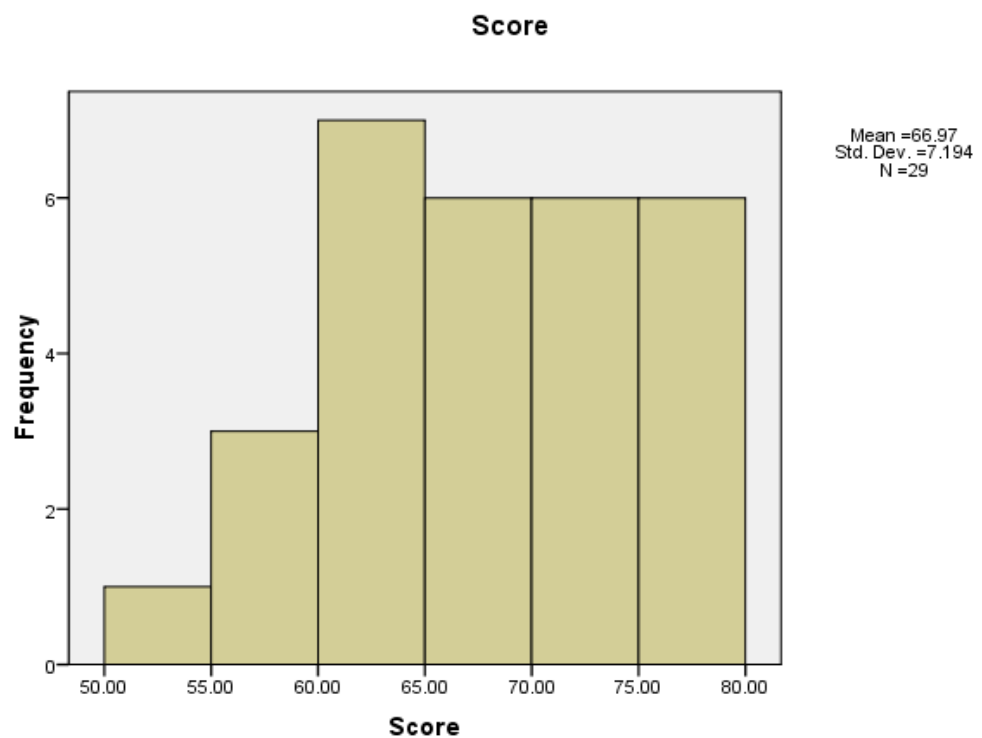
Figure 3
Result of post test in experimental class



Based on Figure 3, the mean of post-test in experimental class was 71.10, standard of deviation = 5.646, N = 29, median = 71.00, mode = 70.00, variance =

31.88, minimum score = 60.00, and maximum score = 82.00. It showed students' writing ability after they got the treatments.

Figure 4
Result of the post-test in the control class



Based on the Figure 4 that the mean of post-test in control class was 66.97, standard of deviation = 7.19, N = 29, median = 68.00, mode = 75.00, variance = 51.74, minimum score = 50.00, and maximum score = 79.00.

E. Data Analysis

1) Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines,

including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. The Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

Criteria of acceptance were:

H_0 is accepted if $Sig (Pvalue) > \alpha = 0.05$

H_a is accepted if $Sig (Pvalue) < \alpha = 0.05$

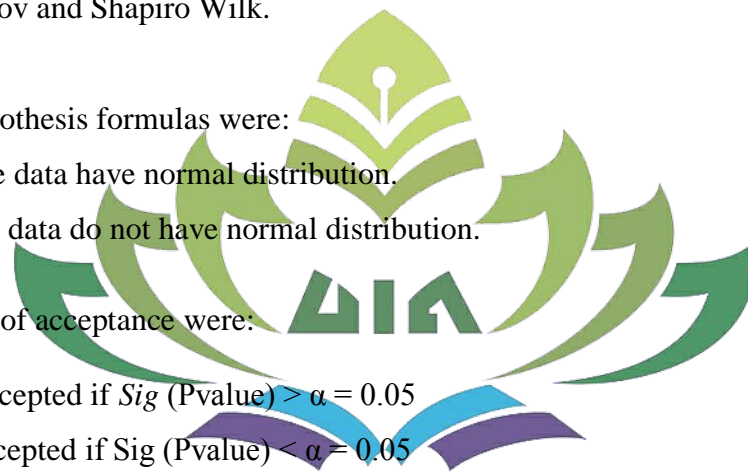


Table 4
Normality of the Experimental and Control Class

Technique		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Experimental	.135	29	.191	.975	29	.703
	Control	.100	29	.200*	.973	29	.638

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on Table 7, it can be seen that Pvalue (Sig) for experimental class was 1.91 for Kolmogorov-Smirnov^a and 7.03 for Shapiro-Wilk. Pvalue (Sig) for

control class was 2.00 for Kolmogorov-Smirnov^a and 6.38 for Shapiro-Wilk. Because *Sig* (Pvalue) of experimental class $> \alpha$ 0.05 it means H_0 is accepted and *Sig* (Pvalue) for the control class $> \alpha$ 0.05 it means H_a is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

b. The Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employing levene's test.

The hypothesis for the homogeneity tests are:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

Criteria of acceptance were:

H_0 is accepted if $\text{Sig} > \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

Table 5
Homogeneity Test
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.055	1	56	.815
	Based on Median	.070	1	56	.793

Based on Median and with adjusted df	.070	1	55.740	.793
Based on trimmed mean	.052	1	56	.820

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics it can be seen that $Sign (Pvalue) = 0.18 > \alpha = 0.05$. It demonstrated that H_0 is accepted because $Sign (Pvalue) > \alpha = 0.05$. It means that the variance of the data is homogenous.

3. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher computed Independent sample T-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test. The hypotheses formulas are:

H_a : There is a significant influence of using *Guided Question* toward students' ability in writing procedure text at the first semester of eleventh grade at SMATamansiswaTelukBetung Bandar Lampung in academic year of 2015/2016.

H_0 : There is no significant influence of using *Guided Question* toward students' ability in writing procedure text at the first semester of eleventh grade at SMATamansiswaTelukBetung Bandar Lampung in academic year of 2015/2016.

Criteria of acceptance were:

H_a is accepted if $\text{Sig} < \alpha = 0.05$

H_o is accepted if $\text{Sig} > \alpha = 0.05$

Table 6
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Score	Equal variances assumed	.055	.815	2.744	56	.008
	Equal variances not assumed			2.744	55.959	.008

Based on the results obtained in the independent sample t-test above, that the value of significant generated $\text{Sig (Pvalue)} = 0.008 < \alpha = 0.05$. So, H_o is rejected and H_a is accepted. Based on the computation, it can be concluded that there is a significant influence of using Guided Questions technique towards students' writing ability in narrative text at the first semester of eleventh grade at SMAN 1 Wonosobo Kabupaten Tanggamus in the academic year of 2018/2019.

F. Discussion

Based on the result of research, it has shown that Guided Questions influence students' writing ability in narrative text. From the result above, it can be seen that the result of students' post test in experimental class was higher than in the control class. Before the researcher do the research there, the fact that the students' writing ability is low, English teacher said that the most of the students at the eleventh grade of that school still found difficulties in English writing.

Thus it can be seen from the result score of their writing ability that is given by the teacher.

There were some problems encountered by the researcher during the implementation of Guided Questions in teaching writing. Firstly, most of the students were inhibited to use English in their communication especially in writing, because they were afraid to make mistakes. Secondly, the students got difficult in expressing their ideas writing correctly, because the teacher did not use interesting technique, thus the students got bored when they do exercise about writing narrative text.

In general, the teaching learning process, the students cooperated well throughout three treatments. And based on the analysis of the data and the testing of Hypothesis, the result of the calcutipon is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. From the analysis above, we know that the students who got high frequency of Guided Questions get better result than the students using free writing technique in teaching writing do.

According to Brown that Guided questions is a format test question of guiding a learners without dictating form which serve an outline written text.¹ When the teacher guide the students in writing process by giving them some questions, it will help the students get the mean idea as an outline to write. It means that Guided Questions could improve students' writing ability.

¹ H. Douglas Brown, *Language Assesment Principles and Classroom Practices* (White Plains, New York: Pearson Education, 2004), p.234.

In this technique, the students are supported to be active in the teaching learning process. It had been supported in previous research conducted by Apriyanti about The Influence of Guided Questions Towards Student' Recount Paragraph Writing Ability, this technique is effective in enhancing the students' writing skill of recount text, and another previous research conducted by Sahaja Talenta Imanisa about improving students' ability in writing descriptive text through guided question technique. Guided Questions made the students were more active and enthusiastic in writing. It is also can make the students interested in learning, and also can increase their language skill.

The result of the research that was done by researcher showed that there was significant influence of using guided questions towards students' writing ability that focuses in narrative text. The researcher result has been by several previous kinds of research that were done. Guided questions had been succesful to increase students lanmguage skill components. Thus, this research and two previous kinds of research have the same result. It means that this research is any significant different score between before and after using guided questions.

Therefore, in this case, the researcher would like to say that using guided questions is a good technique in motivating students learning English, especially in writing ability in narrative text. Therefore, it can be said that there is significant influence using guided questions towards students' writing ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the treatments and analyzing the data, the researcher draws some conclusion as follows:

There is a significant influence of using guided questions towards students' writing ability in narrative text. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted, it means that the researcher's assumption is true that is to say, guided questions can give a significant influence towards student' writing ability in narrative text.

The used of guided questions in teaching and learning process made the students more active in the class. Therefore, this activity could motivate the students in order to increase their writinmg ability especially in narrative text. It is supported by the studnets' score, they received the high score after the researcher gave treatment by using guided questions in learning writing narrative text ability.

Based on the result, the researcher concluded that there was significant influence of using guided questions towards students' writing ability in narrative text at the first semester of the eleventh grade at SMAN 1 Wonosobo Kabupaten Tanggamus in the academic year of 2018/2019.

B. Suggestion

In reference to the conclusion above, the researcher proposes some suggestion as follows:

1. Suggestion for the Teacher

- a. In this researcher, researcher found out that guided questions can be used to increase and improve students' writing ability. The teacher should give the students more exercise to improve their ability in writing narrative text.
- b. The English teacher should give more chance to the students to be more active in the class.
- c. Considering guided questions can be used to develop and motivate the students writing ability, the English teacher should apply guided questions as one of the ways in teaching writing especially in narrative text.

2. Suggestion for the Students

- a. The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative in learning activity.
- b. The students should be active to develop their a good written especially in narrative text used their own words.

3. Suggestion for the next Researcher

- a. In this Reseach. The researcher used guided questions to teach writing narrative text. For the nest, the other researcher can conduct this technique in different genre of text or other English skill.

- b. In this reseach, researcher did the reseach at Senior high school. The next researcher can do it with different level.



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